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ABSTRACT

This paper presents a composite of four separate research studies conducted to assess the impact of constitutional language on classroom environments. The studies were designed to examine the uses of "Judicious Discipline" in a variety of classrooms and how the use of a common language based on rights and responsibilities affected the behavior of students. The studies covered a variety of locations including New York, Minnesota, and Oregon. The studies reveal the need for educators to take the time to teach students about their individual rights as well as their social responsibilities. Students who have had the opportunity to learn about their societal expectations as they are balanced against personal freedoms, are more likely to attain a level of autonomous social development. Teachers are less likely to feel frustrated about student behavioral problems and more likely to experience reduced levels of work-related stress. The studies also indicate that when teachers provide students with a common language of civility, there is a common ground for discussion, mediation, and reconciliation of many social problems that typically develop in the classroom. The data from the studies indicate that students who are taught to engage in civil discourse tend to use it to resolve conflicts peacefully, rather than resort to verbal or physical assaults. Evidence in the studies suggest this approach to classroom management is also effective in special needs classrooms. (EH)

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An Examination of the Applications of Constitutional Concepts as an Approach to Classroom Management: Four Studies of Judicious Discipline in Various Classroom Settings

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Abstract

This paper presents a composite of four separate research studies conducted to assess the impact of constitutional language on classroom environments. Specifically, the studies were designed to examine the uses of Judicious Discipline in a variety of classrooms and how the use of a common language based on rights and responsibilities effected the behavior of students. Two of the studies were conducted in Minnesota, one was specific to one classroom in Oregon and the fourth was an initial study that surveyed several different schools and classrooms from New York to Oregon.

The studies all reveal the need for educators to take the time to teach students about their individual rights as well as their social responsibilities. Students who have had the opportunity to learn about their societal expectations as they are balanced against personal freedoms, are more likely to attain a level of autonomous social development. Their teachers are less likely to feel frustrated about student behavioral problems and more likely to experience reduced levels of work-related stress. The studies also indicated that when teachers provide students with a common language of civility, there is a common ground for discussion, mediation, and reconciliation of many social problems that typically develop in our classrooms today. The data generated in these studies indicates that students who are taught to engage in civil discourse, tend to use it to resolve conflicts peacefully, rather than resorting to verbal or physical assaults. There is evidence in the studies that this approach to classroom management is also effective in special needs classrooms.

Introduction

"I strongly believe that government emphasis should not be on creating a common culture but on creating a common ground for dialogue. This has less to do with developing a uniform and benign melange of cultural groups, and more to do with establishing the conditions for the growth of a critical, democratic public culture, one that guarantees basic rights and entitlements on the one hand, and solicits basic obligations on the other." (Giroux, 1991)

Before students ever enter their classrooms in September, teachers are faced with a broad range of decisions that will directly impact the overall learning climate they will share. Will the desks be in rows or in clusters, will the bulletin boards reflect the culturally diverse nature of our society or will they represent a more limited perspective of our population, will students have a role in developing rules or will they be told what the rules are, will they have the opportunity to speak with the teacher when a rule is broken or will they be summarily dismissed from the classroom, will students receive consequences for their actions because of who they are or because of what they did? These questions are only a few of the legal, ethical and pedagogical issues that are part of what we call "Classroom Management."

There are those who would argue, however, that classroom management has only to do the ways in which students are made to behave. Such a limited perspective has contributed to the widely held belief that classroom management is ultimately little more than a quest for the magic fix-it applicable to all students and the "right approach could be capable of solving every imaginable behavioral problem. Managing classrooms is too often viewed as a process of doing things to people to make them behave in preselected and preferred ways that are not necessarily compatible with the moral development of children so much as they are

reflective of the teacher's vision of what a classroom should look like.

After teachers have determined what they want their classes to look like and sound like, many codify their visions into a limited number of "do and don't" rules. In these classrooms teachers begin by telling students about the rules and explaining the system they will use to enforce the rules. Popcorn parties, stickers, token dollars, free time, reduced homework assignments are just some of the rewards dangled in front of students to ensure their good behavior. When students break rules the responses they receive typically consist of a loss of privileges, public embarrassment, physical pain, isolation inside or outside of the classroom or some other form of punishment designed to eradicate inappropriate behavior.

Although rewards and punishment strategies are evident in many classrooms, the effectiveness of these practices is frequently called into question. "The only way to help students become ethical people, as opposed to people who merely do what they are told, is to have them construct moral meaning. It is to help them figure out - for themselves and with each other - how one ought to act. That's why dropping the tools of traditional discipline, like rewards...is only the beginning. It's even more crucial that we overcome a preoccupation with getting compliance and instead bring students in on the process of devising and justifying ethical principles." (Kohn, 1996) Rewards and punishments are done to students and their very nature allows students to choose to be the passive receptors of these practices or choose to not accept either the rewards or the punishments, a resolution which can ultimately lead to banishment from school.

At the same time, there are an increasing number of educators attempting to construct a vision of classroom management built upon strong and caring relations

with students. These alternative approaches to classroom management have their impetus in compelling examples of a diminished sense of personal responsibility and a general lack of civility in daily life. Behaviors lacking in moral conscience are blamed not only on break downs in the family structure but also on educational practices. Politicians, religious leaders and social workers are joining voices with educators who are calling for a cure to our societal ills through an increased emphasis on character education in our schools.

Democratic strategies that rely on peaceful resolutions of conflict through negotiation, conferences and a sense of comity are increasingly being advocated in pedagogical literature today. However, despite the accessibility of management practices based on equity and tolerance, many administrators and teachers dismiss the worthiness of this trend as being impractical in the "real world." The researchers who have contributed to this composite study have found this resistance typically grows out of a lack of trust that students have the ability or desire to assume responsibility for their own actions. Without ever really exploring democratic management options, many educators will deem students to be too immature, troublesome, sneaky, untrustworthy or unruly to be treated in ways that are equitable and respectful. However, "to reject a sour view of human nature, one predicated on the assumption that people are inherently selfish or aggressive, is not necessarily to assume that evil is illusory and everyone means well. We do not have to cast our lot with Carl Rogers - or Mr. Rogers, for that matter. Rather, we might proceed from the premise that human are capable of generosity and empathy as they are of looking out for Number One, as inclined (all things being equal) to help as to hurt." (Kohn, 1996)

A Description of Judicious Discipline

"One program, Judicious Discipline, has been developed to help schools apply a simple set of legal principles based on the Bill of Rights to involve students in rule formulation in schools and classrooms. Early studies of Judicious Discipline have yielded promising results as evidenced by a number of schools being able to eliminate expulsion and suspension by using this particular method.*" (Barr and Parrett, 1994) Judicious Discipline (Gathercoal, 1991) is a comprehensive approach to democratic classroom management designed to provide educators with a foundation for teaching citizenship every day and through every student/teacher interaction. The key to this model lies in helping students understand the balance between individual rights, as guaranteed by the United States Constitution, and the compelling state interests that serve our society's need to be safe, healthy and undisrupted.

Teachers using Judicious Discipline in their classrooms begin by introducing students to their rights of freedom, justice and equality. This is followed by an explanation of when those rights can and should be taken away. If a teacher, administrator, or staff member is able to demonstrate that the actions of students pose a threat to the health and safety, property, or educational purpose of the school, then students should have restrictions placed upon their freedoms.

What makes Judicious Discipline unique is the constitutional language used to address problems. When the language of citizenship rights and responsibilities is used to mediate problems between students and teachers, the classroom is transformed into a participatory democratic community.

This constitutional foundation for rules and decision making distinguishes Judicious Discipline from other discipline models currently available. In current practice the most common model employed in school and classroom discipline incorporates the idea that the teacher's right to teach shall not be interfered with by a student who is choosing to misbehave. Judicious Discipline, on the other hand, places its emphasis on the concept that it is an educator's professional responsibility to work with and teach every student. Judicious Discipline places a strong emphasis on the educator as role model; not only as a teacher or administrator modeling the workings of a democratic society but in addition as someone who sets a standard for establishing professional, ethical relationships with students.

Rather than creating an arbitrary set of consequences that apply to any number of inappropriate behaviors, Judicious Discipline advocates approaching discipline problems as teachable moments. What does the student need to learn in order to avoid repeating the inappropriate behavior next time? What information does the teacher need to understand each student and help him or her to recover successfully.

Certainly there are other theories of management that are based on democratic practices. Writers such as Rudolf Dreikurs (1982), William Glasser (1969), Alfie Kohn (1996) and Thomas Lickona (1991), all discuss a variety of democratic strategies such as class meetings, problem solving, and other ideas that empower students to make their own good decisions about behavior. Judicious Discipline represents a unique enhancement to these other approaches because it specifically sets out a legal framework for the decision-making process rather than leaving to chance an understanding of constitutional rights and responsibilities.

Judicious Discipline is not a model for classroom management. Unlike other

management approaches, Judicious Discipline does not come with a "one-size-fits-all" set of rules and regulations. Rather it is a framework built on the language of the United States Constitution that is most successful only when it is used in conjunction with other student-centered approaches to management. Judicious Discipline, the umbrella term for this framework, provides teachers and administrators with a sufficient understanding of law and equitable practices to set about building the foundation for a democratic learning environment.

The fact that Judicious Discipline was never intended nor designed to be a "stand-alone" management model has made quantifiable studies difficult. Cognitive management is a process not a quick fix. Therefore, while it is possible over a period of time to gather quantitative evidence of change, the more immediate feedback on democratic discipline approaches can be seen through the anecdotes provided by educators who are using the model and through observations completed in their schools and classrooms. The researchers who contributed to this composite study have learned to rely on observations, anecdotes and interviews to better understand the effects on students and teachers of consistently sharing constitutional concepts as a way to establish a democratic classroom climate.

A Judicious Discipline classroom is often indistinguishable from other well managed classrooms except for one notable difference. The unique aspect of this approach to management is the common language that is used among administrators, teachers, school support personnel and students. "In his book Judicious Discipline, attorney and educational psychologist Forrest Gathercoal (1993) provided educators with an excellent foundation for viewing school rules and decisions regarding student behavior based on the Bill of Rights. Gathercoal's thoughtful work provided a foundation for a democratic and responsible approach

to managing student behavior." (Jones and Jones, 1995)

All members of a democratic learning communities who are practicing Judicious Discipline engage in problem solving by discussing, for instance, whether or not a behavior was a threat to health and safety, or whether a pending decision will protect the due process rights of all involved. The language they share is the common language of our greater democratic society. The strength of this framework for decision making is that it helps to move behavioral issues out of the arena of a struggle between student and teacher for classroom control, and into the venue of two people working together to resolve a conflict. The educator's role is to help students understand the issues of rights and responsibilities as they apply to any given problem and the student's role is to participate in developing a plan which will bring his or her behaviors more in line with societal expectations.

One concern commonly heard by the contributors to this study is that while Judicious Discipline appears to be a sensible model, there are "certain" students with whom it could never work. When we seek clarification of that statement, what we learn is that some teachers believe troubled students or emotionally disturbed students, in other words, the students who create the most problems in a school environment, are not capable of responding in an appropriate way to the knowledge that they have rights nor to the responsibilities expected of them by society. As a result they must be the recipients of a school's most punitive measures. However, this paper will argue that "There is strong new evidence that expulsion can be almost totally eliminated by involving students, parents, teachers and administrators in establishing rules and by developing a careful due process procedure that protects the individual's rights." (Barr and Parrett, 1994)

Effectively Addressing A Broad Range of Needs

The principle investigator for this paper has worked with Judicious Discipline over the past ten years. Her work has consistently documented the ways in which this framework is particularly well suited to serving the multifarious interests of all students. The language of Judicious Discipline provides an unbiased consistency in classrooms, as that all decisions are derived from balancing the freedoms inherent in The Bill of Rights against the responsibilities of the four compelling state interests. No matter how diverse the individual members of a community might be, when they come together in a Judicious Discipline classroom and use the language of the Constitution for decision making, they share common understandings and values that can sustain a peaceful and equitable learning community.

The language of Judicious Discipline levels the playing field for all participants in the school community. When the language for classroom decision making is based on the United States Constitution, it is far more likely that students will experience equitable decisions concerning their learning opportunities and their behavior problems. The constitutional framework provides a basis for viewing all classroom decisions from the perspective of what will best serve the needs of everyone. Assessment, attendance, emotional outbursts and whatever else an average day might include, all issues are resolved through the use of a language not only common to the classroom but to the rest of our society.

To understand how Judicious Discipline can be effectively employed in a variety of educational levels and demographic settings, it must be viewed from a

global perspective. To approach the concepts of constitutional rights and responsibilities from a"How do we use this to control kids?" point of view is to severely limit the possibilities of what might occur when an educational environment celebrates an individual's sense of social responsibility. The essence of Judicious Discipline is the appreciation of each student as a human being with diverse needs and abilities. While some students are more difficult to reach than others, Judicious Discipline firmly maintains that professional educators must never give up trying. Success may not always accompany our efforts, nevertheless professional ethics dictate the need to support and encourage even the most troubled young person.

The researchers involved in the studies that comprise this paper have all heard the doubts expressed by other educators who say they are willing to teach students about constitutional rights but, at the same time, they express reluctance at providing young people with the opportunities to practice their rights. "Public school is not in business to produce Thoreau and, even less, young citizens who may aspire to lead their lives within the pattern of his courage and conviction. School is in business to produce reliable people, manageable people, unprovocative people: people who can be relied upon to make correct decisions, or else to nominate and to elect those who make correct decisions for them." (Kozol, 1990) For educators in public schools, an institution commonly viewed as being the heart of a democratic system, to fear teaching students about the nature of constitutional rights is alarming.

A Synthesis of Research on the Effects of Judicious Discipline

Judicious Discipline, as it has been applied in classrooms in every part of the

United States and at all grade levels, has provided the researchers contributing to this paper with quantitative and qualitative data. The greatest source of information for this paper is drawn from the Mankato Action Research study, which reports how two educators set out to gather data on how Judicious Discipline effects members of various Mankato, Minnesota schools. The primary objective of the study was centered on helping students acquire attitudes and values consistent with this nation's Bill of Rights and develop a level of moral understanding that reflects Kohlberg's Principled Level of Behavior.

The subjects of the Mankato study consisted of selected students, faculty, administration and school support personnel who make up a portion of the Mankato school district community. All of the above population were invited to participate in the study and those who actually volunteered became the subjects. The study was designed to examine the effectiveness of strategies associated with Judicious Discipline that are been used by some Mankato educators and school support staff. Data collection was done through surveys, meetings and videotaped interviews. Artifacts including student-made projects, anecdotes, teaching resources, instructional materials, or ideas for future implementation were gathered as support evidence for the data collected in this study.

The Mankato Action Research Project proved to have both theoretical and practical significance. Theoretically, the project addressed the notion that if students are given responsibility they will become responsible citizens. In many of our American schools, classroom management is predicated on the educator's power to wield punishment over wrong doers. This project has produced data that adds support to the theory that a non-punishment, citizenship model approach to classroom/school management can facilitate the process of students becoming

autonomous and responsible for their own actions. (Gathercoal, 1990; Sarson, 1990) It also provides support for a transfer effect of good citizenship at home, at work, on the sporting field, and in other social settings. Citizenship skills were found to be transferable from situation to situation, unlike most punishment models for school/classroom discipline that tend to be situation specific. There is data to support the notion that students who are in the classrooms/schools of educators implementing the principles of Judicious Discipline developed a better self concept, higher levels of moral development and a greater sense of ethical decision making, established better student/educator and student/student relationships, and spent more quality time in school and classrooms. As a result, it can be argued that the schools/classrooms where the principles of Judicious Discipline were applied, contributed to the development of responsible citizens and helped prepare them for living and learning in our democratic society.

Discussion of Results in the Mankato Study

The Mankato study employed a questionnaire that was originally developed by The Social Development Group, Research Branch of the South Australian Department of Education, and published in the 1980 publication *Developing the Classroom Group*. The questionnaire differentiates between power and affect relationships through a series of eight true/false questions and places the individual in one of developmental groups: 1= dependent, 2 = rebellious, 3 = cohesive, and 4 = autonomous.

Student behavior for each developmental stage is described below:

* **In stage 1, the main issue is dependence.** Students are generally dependent and submissive, and do what the teacher says. The students' interactions

are mostly through the teacher, so there is low covert interaction among students. There is little disruptive behavior, but some "attention getting." Some students are bored. Motivation is extrinsic and based on approval, praise and encouragement from teacher and parent/caregiver(s). There is fear of punishment.

* **In stage 2, the main issue is rebellion.** The students test, challenge and try out the teacher. The student group separates into two camps, one in opposition to the teacher, the other seeking to maintain dependent group behavior. Some students challenge or ignore the teacher's efforts to control the class. Noise levels tend to be high. Trust levels among students are low and aggressive interactions and put downs are common. The rebellious sub-group is extrinsically motivated by peer group approval, moderated by fear of teacher punishment. The intrinsic motivation is for autonomy, moderated by dependency needs.

* **In stage 3, the main issue is cohesion.** Students are friendly and trusting of each other and the teacher. There is little disruptive behavior. There is a good deal of social interaction but of an orderly type. The interactions conform to group norms. There is little disagreement, as this is seen as disruptive to the harmony of the group. Extrinsic motivation comes from praise and encouragement from peer group and teacher. Breach of class norms brings strong group disapproval.

* **In stage 4, the main issue is autonomy.** Individuals are self-directed, able to seek and give support but function well without it. Students take responsibility for their own learning. There is a high level of interaction. Agreement and discussion are the norm; agreement occurs in the context of disagreement.

Feelings, positive and negative, are openly expressed. Students work the

same with or without the teacher present.

Disruptive behavior is virtually nonexistent. Students show flexibility and adaptability in a variety of learning situations without demanding conformity of all members. They utilize self-awareness and empathy rather than rules to choose behavior. Motivation is mainly intrinsic. Social behavior is based on respect for self and others. Learning is seen as a way of gaining personal competence and joy. (Education Department of South Australia, 1980)

In the Mankato study, the questionnaire (Appendix I) was designed to reflect the stages cited above and was administered to the participating Mankato students three times through the nine-month period in which this research was conducted. The questionnaire was administered and scored by the Primary Researchers. All students had the questions read to them. Since there could be no assurance of anonymity when subjects were videotaped, participants did sign informed consent forms.

The results of the Mankato study indicated that in September of 1995 26% of the student participants at school A were at the developmental stage of dependence, 4% were at the stage of rebellion, 42% were at the stage of cohesion, and 28% were at the autonomy stage. The results of the September survey at a Mankato school for only sixth graders, school B, indicated 40% of the students were at the dependent stage, 13% were at the rebellion stage, 25% were at the cohesion stage, and 22% were at the autonomous stage.

Student responses to the survey were also analyzed to provide information about how they viewed four constructs: Teacher power, student power, student/student relationships and teacher/student relationships. Teacher power, or

how well the teacher was able to share power with students, was measured by the students' responses to the first two questions of the survey. Student power, or how well students were able to share power among themselves, was measured by the students' responses to questions three and four on the survey. Student relationships, or how well developed the students' relationships were with the teacher, was measured by the students' responses to questions five and six. Teacher/student relationships, or how well developed the relationships were between students and teachers was measured by responses to questions seven and eight. Survey results were quantified and averages were assigned and scoring was based on a four point scale from 1 indicating the dependent stage to 4 indicating the autonomous stage.

In September, school-wide results for the elementary school indicated teacher power averaged 1.45, student power averaged 2.95, student/student relationships averaged 3.04, and teacher/student relationships averaged 3.52. School-wide results for the sixth grade only school indicated that teacher power averaged 1.49, student power averaged 1.56, student/student relationships averaged 3.04, and teacher/student relationships averaged 3.11.

During the month of September, at both schools, students were taught about Judicious Discipline. Instruction began with presentations by the school principals, counselors, and other resource staff, e.g.; school psychologists and police liaison officers. After these initial presentations, classroom teachers taught lessons about rights and responsibilities, including the concept of "time, place, and manner." Lesson plans were made available to every classroom teacher, however, it was left to the classroom teacher's discretion as to the amount of time used for these lessons and the amount of follow-up that occurred after the initial presentations. The

teachers whose students responded with over 50% at the autonomous state to the February reapplication of the questionnaire, all took the time to teach about Judicious Discipline and developed the language of civility in their classrooms. They developed strategies complementary to the principles of Judicious Discipline that included class meetings and group development of expectations for the teacher and the class. This indicates that teacher follow-up to the initial presentations of Judicious Discipline is crucial to its implementation in schools.

During the months of November, December, and January, faculty, administrators and staff, in both schools were apprised of the developmental states, as measured by the questionnaires administered in September. (Throughout the year, school administrators were never shown individual scores, they were only shown the school-wide results.) Various interventions by resource staff, e.g., psychologists and counselors, occurred in both buildings to assist faculty and staff with their understanding of Judicious Discipline components and successful strategies that were being used to implement the concepts in the classrooms of colleagues. As well, faculty, administration, and staff held meetings for the purpose of brainstorming democratic methods and individual strategies for dealing with student behavior. At one of the schools, a Judicious Discipline support group met regularly to discuss delights and concerns associated with its implementation. At the other school, discussions occurred on an "as needed" basis to brainstorm possible judicious responses to student behaviors.

The questionnaire was administered a second time in February., When administering the questionnaire to the first and second graders, it was determined that each student should have the questionnaire read individually to ensure understanding of each item. This time the school-wide results at school A indicated

that 20% of students were at the dependence stage, 10% at the rebellion state, 34% at the cohesive state and 35% were at the autonomous stage. At school B the results indicated that 15% of the students were at the dependence stage, 21% were at the rebellion stage, 18% were at the cohesion stage and 46% were at the autonomous stage.

When the constructs of teacher power, students power, student/student relationships, and teacher/student relationships were measured in February, the school averages for teacher power and student power increased dramatically from the September survey averages. This suggests that, on average, both schools were moving towards more democratic environments where teachers and students alike were beginning to share responsibility for decision-making and the establishment of mutual expectations. School A student responses indicated the teacher power average to be 2.33, student power average to be 2.99, student/student relationships average to be 2.70 and teacher/student relationships average to be 3.35. School B student responses indicated the teacher power average to be 3.33, student power average to be 2.80, student/student relationships average to be 2.63 and teacher/student relationships average to be 3.02.

School-wide results of the February survey were shared with faculty, administration, and staff at meetings in both schools, and optional conferences were scheduled with faculty to discuss their individual classroom results. Faculty who chose to discuss their individual class results, spoke with a school psychologist. Together they worked to determine if there were extenuating circumstances that might have effected the survey results. The teachers who met to discuss their survey results were invited to share the results of the two surveys with their students; and to use the survey results as a stimulus for class discussion in order to

determine how, as a class, they might better develop their community.

Through the discussions, strategies and ideas were developed with teachers who wanted to correct particular behaviors evident in their classrooms. Discussions of this nature occurred when teachers indicated that certain students may have effected the results of the survey. The discussion then centered around how the teachers might respond to the behavioral problems within their classroom settings in a judicious manner, either through the use of class meetings and private discussions with students.

Both schools were surveyed again in May, in order to determine year-end results and any changes that may have occurred through the year. Results indicated an increase in student responses at the autonomous stage and a continued decrease in student responses at the dependent stage. Survey results at school A indicated that 17% of students were at the dependence stage, 8% at the rebellion state, 31% at the cohesive state and 45% were at the autonomous stage. At school B the results indicated that 14% of the students were at the dependence stage, 23% were at the rebellion stage, 18% were at the cohesion stage and 45% were at the autonomous stage.

The survey results indicate that students thought their teachers were increasingly sharing power with them, that they were taking on more responsibility and were better able to handle power relationships between themselves and their teachers.

When power and relationship constructs were analyzed, it is clear that continued growth in shared power occurred at both schools. Students indicated that teachers were sharing power, and that they were taking responsibility for decision making and were able to handle power relationships among themselves. School

averages for power and affect relationships at school A were 2.67 for teacher power, student power average was 3.22, student/student relationships average was 2.81 and teacher/student relationships average was 3. 38. School B student responses indicated the teacher power average to be 3.49, student power average to be 2.68, student/student relationships average to be 2.66 and teacher/student relationships average to be 2.87.

While both schools practice Judicious Discipline, it is evident that, for whatever reason, educators practice Judicious Discipline at various levels of understanding. Hence, while whole school results are impressive and supportive of both schools' efforts to implement Judicious Discipline, it is equally important to analyze and examine individual class results to determine effective strategies that can be used to implement the Judicious Discipline philosophy in schools.

The qualitative data, collected on videotape, indicated that some educators were more in line with judicious concepts than were others. Interviews with students and educators support the survey results for individual teachers, adding validity to the quantitative results. For example, at school A, students in a class we will call AA were interviewed about Judicious Discipline. From the interview, it was obvious that there had been very little follow-up after the initial introduction by the principal and the school counselor to the model. Correlating with the interview, students in the same AA class indicated a marked decrease in the percentage of autonomous stage responses on the social development survey throughout the year. On the other hand, students in a class we will call "S" indicated a dramatic increase in the percentage of student responses at the autonomous stage of social development throughout the year. It was clear that the

teacher in class "S" had been practicing Judicious Discipline in a manner that is closely aligned with the ideas in the book and had taken the time to teach students about their rights and responsibilities. Similar parallels can be drawn at school B. When analyzing the data gathered about class "I," the qualitative data supports the teacher in class "I" as a judicious educator, who took time to teach the language of Judicious Discipline to students throughout the year. The quantitative data indicates that class "I's" students increased their autonomous stage responses from 24% at the beginning of the year to 80% at the end of the year.

When viewing individual classrooms, at both buildings, and taking into account discussions that occurred with teachers, at the teacher's option, certain parallels emerge. Nineteen classrooms were surveyed at school A and twelve classrooms at school B. Out of thirty-one classrooms surveyed, twenty-one teachers chose to take the option for individual conferences with one of the primary researchers. In the classrooms where, by the end of the year, 50% or more of the students responded at the autonomous stage, discussions at the conference indicated that:

* a great deal of time was spent at the beginning of the year on issues of rights and responsibilities.
* teachers spent at least one half hour a day for the first two weeks discussing issues relating to student discipline, student rights and responsibilities, and concepts such as time, place and manner.
* teachers indicated continuous follow up throughout the first six weeks of school with daily reminders at appropriate moments when behavioral concerns arose.
* teachers reported less need to continue those discussions after the first

six weeks to two months of school.

In classrooms where student survey responses were above 60% at the autonomous stage, teachers indicated that discussions regarding student discipline, student rights and responsibilities, and appropriateness, i.e., time, place and manner were discussed throughout the year. Most of these teachers employed democratic class meetings when issues came up that needed to be managed by the group as a whole.

In classrooms where student survey responses indicated less than 50% at the autonomous stage, teachers reported that lessons in Judicious Discipline were taught at the beginning of the year, but not a great deal of follow-up was done after the first month. Many of these teachers indicated that they felt some frustration with one or two students whom they perceived as significant behavioral problems in the class. Teachers reported that through discussions about rights and responsibilities with these students, there were times when individual students behavior would be appropriate, but many times it would not be. These teachers reported high levels of frustration; which complements the quantitative results gathered from their students' social development surveys. When student motivation is mainly extrinsic and students are continually testing the teacher, typical characteristics of the dependent or rebellion stage, teachers are likely to feel frustrated. These teachers also indicated that the high levels of frustration they were feeling with a few individual students led them to abandon more democratic practices and become more autocratic in their feedback to students and in the setting of expectations. This finding reflects earlier experiences commonly shared by the researchers who contributed to this composite study. As stated earlier, these researchers often hear teachers say that they are reluctant to try Judicious Discipline

because they are sure it cannot be used with "certain" students.

Supporting the Findings with Data Gathered from Observations and Interviews

The results of the Mankato Study as well as three other research projects addressing applications of Judicious Discipline have been supported through comments supplied by study participants during individual interviews and observations. The primary study to be cited in this section is the Mankato study. However, additional supporting data will be supplied by other researchers who have been examining the effects of Judicious Discipline in other school districts around the country. Their research findings combined with those of the Mankato study will make up the balance of this paper.

The Mankato study was designed with the intent of producing strategies that could be used as models for implementation by other educators in other settings who wish to employ the principles of Judicious Discipline in their schools or classrooms. The researchers who contributed to this paper have all had the opportunity to analyze qualitative data that adds support to the theory that a non-punishment, citizenship model approach to classroom/school management can assist students in assuming personal responsibility for their actions.

The Language of Equity

The common finding in all the studies cited in this paper is that the consistent language of equity and tolerance based on constitutional concepts can be documented as being a significant support for sustaining learning environments that are safe and productive. Carol Burns, a teacher in the Mankato School District said "As teachers we can deal respectfully with students, acknowledge that they have

rights, acknowledge that they have responsibilities. The whole process, if there is such a thing with Judicious Discipline, allows us to model respect as we're working with those students. Also, when we ponder the question [of a discipline situation] with the student, how can we make this right again, it allows us to teach students about respect for themselves and respect for other people and how we treat each other."

In an Oregon study completed by Susan Hays-Zumbaris (1994) titled "Judicious Discipline: One Educator's Implementation," the researcher quotes the teacher she is observing as saying "[Judicious Discipline] teaches self-management. What I like about it is the simplicity...you teach them to take responsibility, make choices and problem-solve...letting go of control is very hard and I want to learn how to do it. What I am learning is that everybody is taking ownership for their own behaviors, and the minute I try to take ownership for them, the control, it doesn't feel good anymore."

Similar impressions were echoed by another participant in the Mankato study who said "What makes me feel good is that they are learning something they are going to take with them next year...I think they see that this is something that is going to help them. We [the teacher and her students] had a meeting a couple of days ago and they said 'Well, last year we filled out this sheet and we didn't even know what it meant and I was in the office all of these times...this year I never even had anything [in the way of an office referral].'" The teacher asked the student why there had been no office referrals and the response was "Well, I guess I'm just thinking about what I'm doing and what responsible means."

Using Judicious Discipline in Special Needs Settings

Judicious Discipline appears to promote a similarly positive outcome when

educators are working with students who have been identified as having special needs. "Judicious Discipline] is something that I use everyday and because I teach Special Education I use it with children of varying abilities and varying needs. This year for the first time in a number of years I have two Downs Syndrome students and I have found that it even works with students with those abilities. They have been able to learn the language and to understand what rights and responsibilities mean and what their rights and responsibilities are."

Similar evidence surfaced in a series of interviews that were reported in an earlier study conducted with educators in the Mankato area. (McEwan and Nimmo, 1995) Karen Letcher, a special education teacher, had a caseload of three sixth-grade students at that time. Her population shifts depending on how special needs students are performing in their classes. When speaking about her students, Karen said 'It is beginning to dawn on them that their lack of [taking] responsibility doesn't get them anywhere...Judicious Discipline defuses [possible power struggles] because it removes the emotion.' Karen went on to say she no longer "cops" which is her term for acting like a police officer. Rather, Karen feels she has become a questioner with statements like 'Let me hear what you think is going on.' Or having students assess their behaviors by asking them "Where does that fall on the scales [of rights and responsibilities]?" Karen stated that she gets students "talking about people's rights and responsibilities." When she uses that strategy, she finds the emotional aspects of the situation "have drained away. I can talk about an incident dispassionately."

For instance when she is working to help students understand why verbal abuse is inappropriate for the classroom, she will tell students their language "infringes on the rights [of everyone] to feel healthy about themselves." She also

redirects their behaviors by using the expectation guidelines of "time, place and manner." These are constants in her classroom; that is they are reference point to help students make decisions about how appropriate or inappropriate their behaviors might be, given the time, place or manner of their actions

Karen said that she still feels herself getting angry when faced with a sudden incident. But she goes on to say that at those times, Judicious Discipline has helped her learn to collect her thoughts and "get my ducks in a row" before acting. Karen firmly believes students who are diagnosed with emotional disturbances should nevertheless be held accountable for their actions with consequences such as community service.

Robin Boeke is another special education teacher at a Mankato elementary school. She works with students who are third, fourth, and fifth graders. In an interview (McEwan&Nimmo, 1995) Robin state that, based on her observations, teachers who 'follow guidelines of Judicious Discipline can't get into power struggles." She went on to use a metaphor that compares a power struggle to a rope with one end being dangled by students. Robin and others who participated in the first Minnesota study stated that, with Judicious Discipline, educators have the choice of not picking up the other end of the rope because they have the language to clearly state expectations and walk away. When students continue to push Robin, she will say something like "I think we need to take a break from each other." Robin feels this is a much more humane way to let the students know their behaviors will have to stop, as opposed to summarily dismissing a student from the classroom.

Robin feels that many teachers are concerned about the time it takes to work through problems with students. She has adopted a policy of letting a problem wait

if she is not making progress with a student immediately. She said she "can't think of a time ever when the problem hasn't been resolved....it does get done. " But she went on to say a teacher " can't make [students] do anything." If a student is not ready to problem solve with her, she will isolate the student until he/she is ready to work through the situation in a calm manner. Her manner toward them is "respectful and reasonable." She feels if respect and reason are not present "nothing [positive] can be accomplished." She has learned that a correction might not happen right away, however, she feels that backing off, waiting and then later resolving conflicts peacefully fits well with Judicious Discipline concepts. Using language from Judicious Discipline, Robin reported that when she can finally work with a student, her first thought is "what needs to be learned here." Robin's goal is to teach students a process for avoiding problems. She encourages them to stop, consider their actions, and talk about responsibilities.....their's, her's, and that of the whole class.

Nancy Busse of Le Seur High School in Le Seur, Minnesota began using Judicious Discipline in her special education classroom during the 1993-94 school year. At the time she was working with 20 to 25 students who would report to her during their study hall times. She taught them some of the concepts of Judicious Discipline at the beginning of the year, spelling out clearly the rights and responsibilities of students. She stated in a recent interview that since the nature of students with emotional disturbances is to test, she views their testing of Judicious Discipline to be part of a normal process. She responds to their testing by consistently using language that focuses the students on being responsible learners. When they say "You can't make me do this." her response is "That's right." But she will go on to say that she can help them with strategies for assuming their own

responsibility for completing a task.

Reducing Stress

The researchers who contributed to this composite study have found that the consistent use of constitutional concepts in resolving classroom conflicts brings a dispassionate clarity to whatever problem has occurred among members of the learning community. There is a reduced sense of personal involvement in the problem solving process, that is, egos are not on the line--issues are. Being able to resolve conflicts with the use of rational and commonly understood language allows educators to reduce their levels of stress around disciplinary situations. A principal in a Mankato school said "I think [Judicious Discipline] has really lowered my stress level because I don't have to really be so inflexible...before we had this program we had to follow this particular consequence for a behavior. We had to carry out a particular consequence and it may not have fit the incident or the student. The student may not have been learning anything by it and that's really the bottom line, what is the student going to learn from this?"

Carol Burns, cited earlier in this paper, also spoke about stress and her sense that Judicious Discipline helped to relieve stress for her. "Always, we were viewed by the parents as being very rigid, and I think many times, unapproachable because their child had done 'X' offense and so 'X' consequence had to happen. There was no way to change that. Now there is no stress because I am not locked in and I can ask 'What is appropriate for this situation [and] for this child?' 'What needs to be learned here?' 'How can that learning happen?' We try to involve parents only when it's a serious issue, but it allows us, when those parents come in, to take advantage of the knowledge that they have about their child and what really will work best with them."

An Increased Sense of Professionalism

"The first time that I encountered Judicious Discipline was while I was substituting. As a substitute, I learned the importance of 'the look,' tonality of voice, and dressing appropriately. I had also learned that a treat or two could often pave the way toward a successful day for everyone.

"On this particular day, I was scheduled as a special education teacher working with emotionally disturbed students. I was prepared with appropriate attire and attitude, not to mention two pocketfuls of treats. The day began exceptionally well, but as soon as it became apparent that I expected work to be accomplished, I sensed the gentle shifting of power toward a sixth grader--who had his own parole office and a two-inch thick file. I reached my hand into my pocket and brought out the treats. This student looked at me with such loathing as he said 'We motivate ourselves and don't need your stinking treats.'

"I responded 'Good for all of you for not needing me to bring you to do what needs to be done. And by the way, this is my breakfast. Anyone who cares to, can join me for breakfast.'

"I wanted more information on what these students had. I recognized that they knew the meaning of real power. They knew that true motivation came from within and that no one could take that away" (Botten, 1997)

The language of Judicious Discipline provides educators with a sense of professionalism that they do not feel is offered to them by other democratic management strategies. In his recent article titled "Judicious Discipline in the Music Classroom" (1997) Douglas Nimmo explains "In the judicious rehearsal, the power is shared. The judicious teacher uses the four compelling state interests as a

framework for teaching responsible behavior and learning. The conductor expects the students to be involved in the music making. A basic practice is to teach by asking questions. Respect is offered to the note passers, while asking them (after class) to remember what they already know: issues of time, place, and manner. There is an ongoing reference to earlier learning and, at the same time, an invitation to think of additional musical possibilities. The judicious teacher is genuinely interested in the students' musical thinking and musical imagination."

Carol Burns, a participant in the Mankato study, says "After teaching for 22 years in assorted school districts in the state of Minnesota I think I can speak from experience when I say that Judicious Discipline has made the biggest change in how I work with students than any other discipline philosophy that I have been a part of using. I really appreciate the fact that I'm not locked into specific procedures to use. I can, as a professional, make judgments and ask questions and work with the student to find a solution to a problem rather than put a Band-Aid on it like we so often did with other discipline philosophies. I really like being considered a professional and that I make good judgments and that I'm allowed to use it. It makes a difference with students, a big difference with students."

Gwen Moldan reported much the same thing when she said "I've learned a lot this year just through using [Judicious Discipline]. ..It will be something I'll always use, it won't be in and out. I think a lot of teachers complain, 'Here's something new again.' But I think this is something that will stay. You'll have to change the way you think about things and the way you talk to students but I think that once you make that change you won't want to change back."

Supporting a Democratic Classroom with Class Meetings

Democratic class meetings provide students with a sense of value and

belonging. They are an essential part of the effective operation in all Judicious Discipline classrooms. "Class meetings played a strong role in the shift to a more democratic classroom. When surveyed, students cited the meeting as being one of the primary ways in which problems were solved. there was very little mention of punishment or enforcement by the teacher, and instead, a perception of involvement and problem-solving by the students themselves - 'We talk it over' or 'We have a class meeting.' I would argue that, as suggested by Gathercoal, this represents a feeling of enfranchisement among the students." (Hays-Zumbaris, 1994)

Students at every grade level from pre-k to high school can benefit from participating in class meetings. As a general rule, the younger the student, the more "concrete" the meeting and the shorter the time spent on agenda items. For example, when discussing behavioral expectations with four year olds, it is best to operationalize the discussion by citing specific examples and using concrete models. Structured role plays, story telling, using puppets or flannel board figures can all be useful when helping young students learn how to answer questions such as "How should we behave when someone isn't willing to share with us?" With older students, the visual aids are not as necessary and they can be encouraged to explore questions of ethical behavior on a more abstract level. Regardless of the educational level, class meetings provide excellent opportunities for developing and discussing mutually responsible goals, expectations, and relationships.

Democratic class meetings work to share power; and, as a result, they can play a significant role in reducing the likelihood of power struggles occurring between teachers and students. When students know that the power they have in class meetings is an opportunity for genuine input, they are less motivated to seize power through means that disrupt the learning opportunities of the entire community.

Class meetings provide institutionally sanctioned opportunities in which students are able to openly, yet appropriately, express their frustrations, anxieties, and joys in a fair and equitable manner.

The principal researcher of this paper once witnessed a dramatic example of how a class meeting can be used to diffuse tensions and build cohesion. A third grade teacher in Oregon returned to her classroom after a brief absence of two days. When she came back to work, she learned that the substitute teacher had had a very difficult time with the students and they with the substitute. The teacher decided to begin her first day back in the classroom with a meeting.

The teacher called the students to the rug and began the meeting by saying "I heard that there were some problems when I was gone. We need to talk about them. This is what I would like to have happen. I want to spend the first five minutes of our meeting just hearing what you felt happened while the substitute teacher was here. Then we will talk what we can do when there is another substitute here in the future." At this point she let the students tell her why they were unhappy about what had occurred in their teacher's absence. The students were allowed to wear caps in the class, yet the substitute had made them remove their caps. They were not allowed to speak quietly among themselves or help each other with work, a practice that was encouraged by the teacher. Other frustrations were expressed as well.

The teacher listened without comment or judgment. When the five minutes was over, she told her students that there may be times in the future when other substitutes would have to be there. She asked them to think about how they could manage their frustrations if they had another substitute teacher who did not let them engage in the activities to which they were accustomed. The teacher

encouraged the students to think for a minute or two and then share their ideas. Students suggested that if they were upset by a substitute teacher's rules, they could write about it in their journals and speak with their teacher when she returned. There were other equally appropriate suggestions that would allow the class to work smoothly despite any changes in rules or procedures. The teacher wrote down their ideas and thanked them for their input and the meeting ended. The teacher never threatened or lectured. She was respectful of their feelings and appreciative of their ideas. Whether or not this resolved all future problems the students might ever have with substitute teachers, the process of learning to be personally responsible even in the face of frustration was the important lesson taught in this meeting.

When decisions are made in class meetings, and if there is action to be taken, students are more likely to participate because they feel as if they are an important part of the decision-making process. Democratic class meetings are opportunities for teachers to model respect and trust by actively listening to and valuing their students' ideas.

There is no one "right" way to conduct a democratic class meeting. The best structure for teachers and students will probably emerge in each classroom as the year progresses. However, there are some elements that work well to facilitate and democratize class meetings. The following is a list of elements that could be helpful for teachers who are organizing democratic class meetings for the first time:

* **Determine who can call a class meeting and when it should be held according to standards of appropriate time, place and manner.** Some teachers make it known that any student in the class can call a meeting whenever they feel one is necessary. Other teachers determine a specific time, place, and manner for meetings. Either

approach, or some combination of the two, work well as long as the meeting schedule includes students and ensures that they have some power and control over what is happening in the classrooms.

* **Students and teachers should be seated so they can see the faces of all other class members.**

How we position ourselves says much about power relationships. Seating arrangements are often a circle either on a rug or, at older levels, desks are arranged into circles. The physical environment in the classroom should be as inclusive as possible. A more formal arrangement, such as sitting in rows, can have the effect of excluding students or allowing students to exclude themselves.

* **Establish the expectation that names will never be used in a class meetings.**

The purpose of class meetings is to discuss issues, not students. Using names casts an accusatory finger at the person being named and has the effect of putting that person on the defense. It also causes ill feelings. This expectation should be clearly stated and its rationale understood before any meeting ever occurs.

* **Establish the expectation that the meeting will stay on topic.**

This is not a time for students to tell personal stories about themselves or their families. Again, the meeting is to discuss an issue of common concern to the classroom community. If students have personal problems that they are finding difficult, they need to have an opportunity to seek time with the teacher that is private and protected for the sake of confidentiality.

* **No student should be forced or coerced into participating during a class meeting.**

  Every student should have the opportunity to "pass" when he or she feels the need to do so.

* **Students and teachers should maintain a class meeting journal.**

  All members of the learning community, including the teacher should take a few minutes to write in a class meeting journal immediately following the actual meeting. The purpose of the journal is to help the class meetings move the class forward in its democratic process rather than repeatedly discussing the same issues. Topics for journal entries might include: concerns, clarifications, delights, topics for future discussion, topics to work on, and things that are going well. These entries then can help shape future meeting agendas.

Establishing Judicious Consequences

Inevitably, teachers express the concern that Judicious Discipline seems to have no consequences associated with it. Indeed, the model takes a preventive, proactive stance on creating a classroom environment that will alleviate the need for punitive responses. There is always, however, the student who will break a rule. When that happens, it is the goal of a judicious educator to help students get back on track and to teach alternative ways for getting their needs fulfilled. When a consequence is necessary, it should be reasonable as well as educational.

A teacher from New York state shared the following story with the principal investigator. Her experience helps to illustrate how consequences can be used to teach responsibility. One day, after the school day had ended, this teacher was walking past the Girl's bathroom and she heard laughter and shrieking echoing out

into the hall. She stepped inside the bathroom and was greeted by the sight of wet toilet paper and water everywhere. There were wads of wet toilet paper on the ceiling and walls and water was all over the floor. The teacher looked at the three female students standing there, their hands full of more wet toilet paper, and said "What do you think needs to happen here?" The use of a question as opposed to a lecture gave the students the responsibility for solving the problem. "We probably need to clean this up," they replied. "That's a good idea," the teacher said.

The teacher supervised the students while they got a ladder and set about wiping down the walls and drying the floor of the bathroom. When they were done, the teacher reported, the bathroom was shining clean. Then the teacher talked with the three students about the health and safety dangers of a wet floor and the potential for property loss and damage from the water. That ended the incident. The teacher said that a lot of other teachers would have walked into the bathroom and thrown the three students out of school. But she went on to wonder what the students would have learned from that, and went on to say "They would have gone home for two or three days and someone else would have had to clean up the mess."

Her point is well taken. A non-judicious response might well be to remove misbehaving students from class or throw them out of school, while others fix the messes they have made. Rather than using consequences as the tools with which educators can embarrass, humiliate or exclude students, Judicious Discipline suggests that educators respond to behavior problems in ways that will help students learn how to be responsible for their actions.

Concerns and Considerations

Judicious Discipline is not the answer to all of education's problems. As

stated earlier in this paper, there is no quick path to the establishment of trusting, caring human relationships. Hays-Zumbaris (1994) expressed her impressions resulting from her study, that there must be a stage of "theoretical readiness" before a teacher can successful implement the concepts that are incorporated in Judicious Discipline. "It was my feeling that for Judicious Discipline to succeed, an educator needs to be theoretically ready, that is, already engaged - or willing to engage in - a paradigm shift that not only recognized the students' citizenship, but shared the power and the decision-making abilities in the classroom. There would be no point in posting the constitutional amendments in the room if the educator didn't truly believe the students to be deserving of respect, capable, and trustworthy. [The teacher], I would contend, was already functioning from this point of view."

A common concern expressed by teachers who would like to settle their management situations quickly, is that Judicious Discipline takes time. Gwen Moldan, in the Mankato study, stated "I think it was the language I learned, because it really fits in with my style of teaching. But I just knew that consistent language, and the rights and responsibilities...I learned that and just the language and the consistency by myself. Last year I introduced TPM (time, place and manner) and I used that for about a week, then I forgot about it. I was saying it about two months later and everyone was saying 'TPM?' No one remembered what it was. This year just being able to go with it [has helped.] Shelly [another participant in the Mankato study] has helped a lot too. We were both at the institute and we both can bounce things off each other and help each other out."

Shelly, mentioned above, is a Special Education Pupil Support Assistant. She said "I think we [Shelly and Gwen] both thought, 'What is wrong with this Judicious Discipline?' Not that there's something wrong with it, but... it does take time. It

does take time to teach it and it does take time to think about your behavior and how you word things. You really do have to make a conscious effort. If you really want to be respectful for kids, I really do think it does take a little thinking...it does take getting used to that language."

In the study conducted by Susan Hays-Zumbaris she reported "As successful as the implementation was, both [the teacher] and I found shortcomings. While the students worked at a very high, democratic level with us, they tended to regress when out of the classroom with specialists, or when a substitute teacher was present. [The teacher] felt that both students and teachers had a part in this; '...they're coming from this authoritarian point of view, so it's really easy for them to relate to that, they've had that [method of discipline] for most of their lives...That's what's so frustrating - they can't carry over. It will only work if more adult leaders/teachers/parents start looking at [Judicious Discipline].'

"Still, [the teacher] sees great value in the methods, even if the following year finds the students in a more authoritarian classroom: '...it's just like with any new ideas to kids - some kids are going to take this, and store it, and use it. Or this idea of amends and restitution, they might use that part of it when they get in a conflict with someone - as individuals.'

Of interest to us also were the students' responses to the survey. The greater response to 'rules' as opposed to 'rights' suggested to me that more emphasis might needed to be placed on the rights portion of the discussions. As with any lesson, frequent repetition helps the learner to recall and use the information. Not surprisingly, the rights that the students cited most readily were those involving hats and gum; it seemed obvious to me that this was because these were the most novel and of the highest interest to students; we also spent more time discussing

these rights. Freedom of speech may be somewhat taken for granted in our classrooms, freedom to chew gum is not."

Summary

The results of the research reported in this composite study suggest that Judicious Discipline can contribute to character education by teaching students about how their personal freedoms are always balanced against societal responsibilities. There are many benefits for teachers who take the time to teach and use Judicious Discipline in their classrooms. Students in Judicious Discipline classrooms are more likely to respond at the autonomous stage of social development, as seen in the findings of the Mankato study, and their teachers are less likely to feel frustrated or to experience high levels of work-related stress. We found that educators who practiced Judicious Discipline, as it is designed to be used, respected students and were respected by students. These educators indicated that using Judicious Discipline gave them a feeling of professionalism. They felt that they were using management strategies that were legal, ethical, and educationally sound. In teaching a common language for civil discourse, educators found a mutually accessible means of discussing the mediation and reconciliation of social problems that develop in any classroom.

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Appendix A

The Questionnaire

Directions: For each statement mark whether it is true or false for this class with this teacher.

	True	False
1. This teacher nearly always tells us what to do.	☐	☐
2. We have to do what the teacher says in this class.	☐	☐
3. The whole class helped to make the class rules.	☐	☐
4. I often decide for myself what I will do and where I will do it in this class.	☐	☐
5. We are all very friendly together in this class.	☐	☐
6. When students argue in this class people get upset.	☐	☐
7. Nearly all of this class feels warm and friendly to this teacher.	☐	☐
8. It's okay to disagree strongly with this teacher.	☐	☐

Directions: For each statement mark whether it is true or false for this class with this teacher.

	True	False
1. This teacher nearly always tells us what to do.	☐	☐
2. We have to do what the teacher says in this class.	☐	☐
3. The whole class helped to make the class rules.	☐	☐
4. I often decide for myself what I will do and where I will do it in this class.	☐	☐
5. We are all very friendly together in this class.	☐	☐
6. When students argue in this class people get upset.	☐	☐
7. Nearly all of this class feels warm and friendly to this teacher.	☐	☐
8. It's okay to disagree strongly with this teacher.	☐	☐

Appendix B

Directions for Administering, Scoring, and Analyzing the Questionnaire

Guidelines for Administering the Questionnaire

1. Have someone other than the teacher administer the questionnaire to the students.

2. Paraphrase this introductory statement:

> Stress anonymity, the class is not being judged, the teacher is not being judged, the questionnaire applies to this class with this particular teacher, it is the students' own opinions which are important. Here is an example.
>
> "I want to find out what this class is like with M. ..[Teacher's Name]..... Don't put your names on the papers as I don't want to know what you think as individuals, rather I want to find out about the class as a whole. Put a mark in the box for either true or false for each of the 8 statements. You must put a mark in one or the other box to have it counted. Remember it is your opinion or view that is important so please don't look at anybody else's answers or discuss them until afterwards."

3. Consider, after the test, talking about the class and how students think it is going. This is potentially a powerful way of making the class aware of its own process. It is a good opportunity fore students to make personal statements about how the climate is progressing and invite them to comment on changes they would like to see in the class.

Scoring the Questionnaire

1. There are 8 statements in four pairs. Each pair of statements give four possible results, e.g., the first pair is questions 1 and 2, and they deal with *power* in the classroom.

	True	False	
If they marked as follows: Statement 1.	☒	☐	
Statement 2.	☒	☐	
this would be a stage 1 or S.1. response.			
The three other possible responses follow:			
Statement 1.	☒	☐	a S.2. response
Statement 2.	☐	☒	
Statement 1.	☐	☒	a S.3. response
Statement 2.	☒	☐	

Statement 1.

Statement 2.

a S.4. response

We can summarize these as follows.

If you read the questions and look at the scoring system you will see how they fit into the stages of development model.

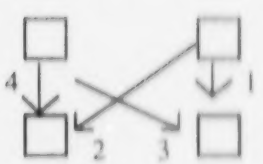
The overall scoring scheme is this

1.
2.

3.
4.

5.
6.

7.
8.



Analysis of Questionnaire

The first four statements deal with power and the last four statements deal with affect.

On each questionnaire write the stage numbers down by each pair of questions, e.g.,

	True	False	
Statement 1.	☒	☐	1
Statement 2.	☒	☐	
Statement 3.	☒	☐	3
Statement 4.	☐	☒	
Statement 5.	☐	☒	1
Statement 6.	☒	☐	
Statement 7.	☐	☒	1
Statement 8.	☐	☒	

Total the scores from the class under the four stages, e.g., Using the data from the above result:

S.1.	S.2.	S.3.	S.4.
3	0	1	0

The class result may look something like this:

S.1.	S.2.	S.3.	S.4.
27	14	9	10

This can be converted to a percentage by adding up the total number of responses, e.g.,

$27 + 14 + 9 + 10 = 60$

and dividing the stage totals by this number, e.g.,

$$\frac{27}{60} \quad \frac{14}{60} \quad \frac{9}{60} \quad \frac{10}{60}$$

and multiplying by $\frac{100}{1}$ to get a percentage

e.g.

S.1.	S.2.	S.3.	S.4.
45%	23%	15%	17%

Appendix C

Current Data from the 1997-98 School Year

On the following pages can be found the survey results from the 1996-97 school year. The survey instrument is being used at the same two schools and in many of the same classrooms as mentioned in the study. Teachers using Judicious Discipline for the first time are indicated as "New Class" and their data can be found on the last page of this appendix section.

Garfield Elementary School
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:146 = 11%	N:172 = 13%	N:405 = 30%	N:605 = 46%

Garfield Elementary School
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:93 = 7%	N:141 = 11%	N:231 = 18%	N:789 = 62%

Class B
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:20 = 19%	N:9 = 9%	N:24 = 23%	N:51 = 49%

Class B
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:2 = 2%	N:2 = 2%	N:24 = 25%	N:68 = 71%

Class C
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:13 = 13%	N:10 = 10%	N:28 = 28%	N:49 = 49%

Class C
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:9 = 9%	N:17 = 16%	N:11 = 11%	N:67 = 64%

Class D
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:16 = 16%	N:16 = 16%	N:23 = 23%	N:45 = 45%

Class D
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:4 = 4%	N:6 = 7%	N:20 = 23%	N:58 = 66%

Class E
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:7 = 8%	N:17 = 20%	N:37 = 38%	N:39 = 42%

Class E
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:18 = 18%	N:25 = 25%	N:26 = 26%	N:31 = 31%

Class F
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:3 = 3%	N:10 = 10%	N:33 = 34%	N:50 = 52%

Class F
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:7 = 8%	N:9 = 10%	N:17 = 19%	N:55 = 63%

Class G
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:1 = 1%	N:7 = 7%	N:24 = 25%	N:64 = 67%

Class G
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:3 = 3%	N:2 = 2%	N:23 = 21%	N:80 = 74%

Class H
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:9 = 9%	N:20 = 20%	N:34 = 34%	N:37 = 37%

Class H
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:3 = 4%	N:5 = 6%	N:12 = 14%	N:64 = 76%

Class I
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:4 = 4%	N:29 = 28%	N:14 = 13%	N:57 = 55%

Class I
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:5 = 5%	N:7 = 7%	N:14 = 14%	N:74 = 74%

Class J
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:8 = 7%	N:18 = 17%	N:40 = 37%	N:42 = 39%

Class J
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:7 = 6%	N:6 = 6%	N:30 = 28%	N:65 = 60%

Class K
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:5 = 5%	N:7 = 7%	N:52 = 52%	N:36 = 36%

Class K
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:9 = 9%	N:15 = 16%	N:26 = 27%	N:46 = 48%

New Class
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:10 = 10%	N:12 = 11%	N:22 = 22%	N:59 = 57%

New Class
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:14 = 14%	N:20 = 20%	N:10 = 10%	N:56 = 56%

New Class II
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:39 = 38%	N:6 = 6%	N:36 = 34%	N:23 = 22%

New Class II
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:9 = 9%	N:22 = 23%	N:18 = 19%	N:47 = 49%

New Class III
1st Survey - September 1996

S.1	S.2	S.3	S.4
N:10 = 10%	N:8 = 8%	N:36 = 34%	N:50 = 48%

New Class III
2nd Survey - December 1996

S.1	S.2	S.3	S.4
N:3 = 3%	N:5 = 5%	N:10 = 10%	N:78 = 81%

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